



ONTARIO

Department of Education

SUPPLEMENT TO CIRCULAR 23

Calendar

OF THE

University of Ottawa Normal School

FOR

INTERIM FIRST CLASS AND
INTERIM SECOND CLASS CERTIFICATES

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO

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IMPORTANT NOTICE

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Before an applicant is finally admitted to a Normal School, he must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of \$2.00 shall be paid by the applicant, will be given at the Normal School a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which he is to present himself for the medical examination.

Applicants who are found to suffer from a physical condition not sufficiently serious to prevent their present entry into the teaching profession but which condition in the course of time is likely to become aggravated, shall be required to sign a document waiving their right to be considered for a pension in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination, the Department of Education will refund (1) the medical examination fee of \$2.00; (2) the actual cost of transportation both ways between the Normal School and the applicant's home; (3) a sum for board and lodging equal to 70c. a day from the date of the opening of the Normal School until the date on which the applicant was notified of his exclusion by the Principal of the Normal School.

Calendar of the University of Ottawa Normal School

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LOCATION

1. The course for Interim First Class and Interim Second Class certificates, valid in schools which are attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, is given at the University of Ottawa Normal School at Ottawa and the Separate Schools which are used as practice schools in connection therewith.

CONDITIONS OF ADMISSION

2.—(1) For admission to the Second Class course, an applicant shall submit with his application, certificates that he has successfully completed Grades XI and XII (Middle School) courses in

I. English Literature; English Composition; Special French Literature; Special French Composition; Algebra; Geometry; History (two papers); and

II. a *two-year* course in any *one* of the following:

Science, Art, Music, Art and Music, Commercial Work, Shop Work, Home Economics, Geography, Latin, Greek, German, Spanish, Italian.

(2) For admission to the First Class course, an applicant shall submit with his application *one* of the following:

I. A certificate that he holds from a British University a degree approved by the Minister as to standard and content of the courses; or

II. (a) Certificates that he has passed *nine* Grade XIII (Upper School) examination papers as follows:

- (i) English Literature;
- (ii) English Composition;
- (iii) Special French Literature;
- (iv) Special French Composition;
- (v) *Five* papers chosen from History (1), Algebra (1), Trigonometry and Statics (1), Botany (1), Zoology (1), Physics (1), Chemistry (1), Music (1), Latin (2), Greek (2), German (2), Spanish (2), Italian (2); and

(b) Certificates that he has successfully completed Grades XI and XII (Middle School) courses in English, Special French, History, Mathematics.

3. If the Minister has reason to believe that the number of applicants for admission to the Normal Schools will fall short of the number required to supply the demand for teachers, he may at his discretion admit

- (a) to the course leading to an Interim First Class certificate, an applicant who holds standing in English Literature, English Composition, French Literature, French Composition, and any other *four* Grade XIII (Upper School) papers;
- (b) to the course leading to a Deferred Interim First Class certificate, an applicant who is at least seventeen years of age and who holds standing in English Literature, English Composition, French Literature, French Composition, and any other *one, two, or three* Grade XIII (Upper School) papers.

Note 1—In lieu of a Grade XIII certificate in Music, any *one* of the following will be accepted:

- (a) The Grade VIII certificate from the Toronto Conservatory of Music in any practical subject other than Sight Singing, together with Grade II Theory;
- (b) The Grade IV certificate of the Toronto Conservatory of Music in Theory;
- (c) An equivalent certificate approved by the Minister.

Note 2—A candidate may submit:

- (a) Grade XIII (Upper School) certificates in English Literature and English Composition in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in English;
- (b) Grade XIII (Upper School) certificates in French Literature and French Composition in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in Special French;
- (c) A Grade XIII (Upper School) certificate in History in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in History;
- (d) A Grade XIII (Upper School) certificate in *one* of Algebra, Geometry, or Trigonometry and Statics in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in Mathematics;
- (e) A Grade XIII (Upper School) certificate in *one* of Botany, Zoology, Physics, or Chemistry in lieu of evidence of the successful completion of the Grades XI and XII (Middle School) course in Science.

Note 3—Where a language option has been selected, standing in both papers will be required.

OTHER REQUIREMENTS FOR ADMISSION

(See page 8, Circular 23)

PROGRAMME OF STUDIES

Interim First and Second Class Certificates

3.—(1) The courses of study for Interim First and Second Class certificates shall consist of the following as defined herein and in Circular 23.

Group I—

Science of Education; School Management; English Speech, Reading and Literature; English Composition, Grammar, and Spelling; French Speech, Reading, and Literature; French Composition, Grammar, and Spelling; Mathematics; Social Studies; the minimum course in the following: Science or Agriculture; Art, Writing and Music; Health, and Physical Training.

Group II—

Directed Observation and Practice Teaching in the various grades of the urban and rural practice schools.

Group III—

Library Methods, Religious Instruction, and the work of the Literary Society.

(2) Concurrently with the special methodology of the courses, there shall be a review from the standpoint of pedagogy of the academic subjects of the Courses of Study of the Public and Separate Schools.

APPORTIONMENT OF TIME

4.—The class periods, exclusive of directed observation and practice teaching, shall be distributed among the various courses for the Interim First and Second Class certificates, approximately as follows: Science of Education, 60; School Management, 40; English Speech, Reading, and Literature, 100; English Composition, Grammar, and Spelling, 100; French Speech, Reading, and Literature, 100; French Composition, Grammar, and Spelling, 100; Mathematics, 70; Social Studies, 70; Science or Agriculture, 30; Art and Writing, 60; Music, 30; Health and Physical Training, 50; Library, 10; Religious Guidance, 30.

FINANCIAL ASSISTANCE

5.—(1) Assistance will be given only for board and travelling expenses of the students who cannot reach the school daily by ordinary means of transportation, such as street cars, buses, commutation tickets on the railroad, etc.

(2) Assistance will be given only in the form of loans, adequately secured, the amount covered by loans to be actual expenditure for board and travelling expenses as certified by the principal, and in no case to exceed 70 cents per diem for board.

(3) Students who have had financial aid for a professional course of one year will not be eligible to receive further loans.

(4) Loans are to be repaid to the Department of Education on the following conditions:

(a) The full loan is to be repaid if the students fail to complete courses or to give service as teachers in the schools.

(b) Each full year of service will relieve the guarantor of the obligation to pay one-fourth of the loan, so that the loan will be cancelled completely at the end of four years of service.

DETAILS OF THE COURSES

6. For the details of the courses common to the University of Ottawa Normal School and the other Provincial Normal Schools, the teacher-in-training is referred to Circular 23. The courses in Elementary Science, Agriculture and Horticulture, Crafts, and Home Economics, as given in the other Provincial Normal Schools, are replaced in the University of Ottawa Normal School by courses in French Speech, Reading, and Literature, and French Composition, Grammar, and Spelling. The courses in English Speech, Reading, and Literature, and English Composition, Grammar, and Spelling, outlined below, are to be substituted for the corresponding courses outlined in Circular 23.

COURSES IN FRENCH

DICTION, LECTURE ET LITTÉRATURE

Diction et lecture en première année.

Importance d'un enseignement fructueux de la lecture en première année; le vocabulaire de l'enfant et celui du manuel de lecture; nécessité d'améliorer le langage des élèves; exercices de conversation qui préparent à la lecture.

Initiation à la lecture: étude comparative des méthodes globale, syllabique, phonique; méthode mixte ou éclectique; emploi du manuel *Frou-Frou et Fin-Fin* selon les directives suggérées dans le *Guide pédagogique*; étude d'autres manuels du même genre; travail personnel: le cahier *Avec Frou-Frou et Fin-Fin*, le jeu *Amusons-nous*, etc.

Enseignement du mécanisme de la lecture: méthode analytique-synthétique (tenant à la fois de la méthode globale, de la méthode syllabique et de la méthode phonique). Mots-clés; syllabation; composition de mots nouveaux, au moyen de syllabes connues; composition de phrases au moyen de mots connus. Exercices pratiques pour faire reconnaître rapidement les syllabes et les mots et conduire à la lecture courante. Interprétation du sens de la leçon. La lecture expressive résulte d'une bonne discussion et de l'intelligence du morceau.

Lecture silencieuse et lecture orale. Lectures supplémentaires dès la première année. Transcription. Corrélation entre la lecture, l'écriture et l'orthographe.

Diction et lecture dans les cours plus avancés.

Eléments essentiels d'une bonne lecture orale: prononciation, articulation, pauses, liaisons, inflexions, vitesse, ton, mise en relief des mots de valeur. Influence de la bonne lecture sur le langage. Valeur d'une bonne lecture dans l'enseignement de la littérature. Méthode à suivre dans la leçon de lecture orale. Faire lire chaque élève devant une classe "qui écoute". L'exemple du maître. Lecture silencieuse. Lecture en chœur: ses avantages, ses dangers.

Le professeur initiera les élèves à l'emploi des livres de lecture approuvés par le ministère de l'Instruction publique.

Littérature.

But de l'enseignement de la littérature: culture esthétique, formation intellectuelle, linguistique et morale; développement du goût pour les bonnes lectures.

Choix des morceaux pour les différents cours. Manière d'utiliser et de compléter les livres de lecture des écoles primaires.

La leçon de littérature: méthode analytique-synthétique. Préparation; lecture par le maître; nécessité de savoir lire avec expression pour enseigner la littérature avec succès; analyse générale; lecture silencieuse; analyse détaillée par la méthode discursive; synthèse du paragraphe; synthèse de l'ensemble; lecture orale.

Exercices d'application: mémorisation, dialogue, chant, dessin, composition.

Centres d'intérêt: avantages; rôle du maître, des élèves, dans le choix des centres d'intérêt et dans celui des morceaux; corrélation avec les autres branches de la langue.

Corrélation entre la littérature et les autres matières du programme.

Mémorisation: avantages, choix des morceaux, méthode à suivre.

Etude élémentaire de la versification: mesure, rime, rythme, musique du vers. Ce qu'on doit enseigner sur ce point au cours primaire et au cours secondaire. Utilité de ces connaissances pour mieux comprendre et mieux apprécier la poésie.

La bibliothèque scolaire: choix de livres; divers moyens de développer le goût de la lecture et d'en faire profiter les élèves; organisation de la bibliothèque.

Formation littéraire de l'instituteur. Programme de lecture.

Ouvrages à consulter:

Audet, Mme, Jean-Louis: Les Monologues de petit monde.

Librairie Beauchemin, Montréal.

Barbeau, Marius: Les enfants disent (1943).

Editions Paysana, Montréal.

Bazin, René: Lectures Françaises, cours élémentaire et moyen, livre du maître (1923).

Maison Alfred Mame et Fils

6, rue Madame, Paris, France.

Blaise, Jean: Récits à dire et comment les dire (1925).

Pour bien lire et bien réciter.

Librairie Armand Colin

105, boulevard St-Michel, Paris, France.

Brauschvig, Marcel: Poèmes pour l'enfance.

Henri Didier,

6, rue de la Sorbonne, Paris, France.

Brémont, L.: L'art de dire (1934).

Librairie Delagrave

15, rue Soufflot, Paris, France.

Brès, H. S.: Vers et Prose pour les petits (1925).

Fernand Nathan

18, rue Monsieur-le-Prince (VIe), Paris, France.

Congrégation de Notre-Dame: Méthode de lecture globale en rapport avec Bébé, Marie et Jean (1944).

Viens voir (1945).

Viens te promener (1945).

Viens travailler, viens jouer (1945).

W. J. Gage et Cie, Toronto.

Dès Madame: Pour faire réciter nos petits (1925).

Fernand Nathan

18, rue Monsieur-le-Prince (VIe), Paris, France.

- Desgranges: Histoire Illustrée de la littérature française.
A. Hatier
8, rue d'Assas, Paris, France.
- Dorchain, Auguste: L'art des vers.
Librairie Garnier Frères,
6, rue des Saints-Pères, Paris, France.
- Grammont, Maurice: Petit Traité de versification française (1911).
Prononciation française (1938).
Librairie Delagrave
15, rue Soufflot, Paris, France.
- Landreau, Georges: La phonétique française (1927).
Librairie Beauchemin, Montréal.
- Léon, Frère: Pour mieux enseigner (1939)
Librairie Granger Frères, Montréal.
- Longlois, Mastai: Premiers Tests de Lecture.
Ecole de Pédagogie, Louvain, Belgique.
- LeRoy, Georges: Traité pratique de la diction française.
Librairie Mellottée
48, rue Monsieur-le-Prince (VIe), Paris, France.
- Martinon, Philippe: Comment on prononce le français (1913).
Librairie Larousse
13-17, rue Montparnasse, Paris, France.
- Poirier, Elson, Gray: Histoires et Contes amusants (1944).
Thos. Nelson et Cie, Toronto.
- Poirier et Wees: Bébé, Marie et Jean (1941).
Qu'il fait bon chez nous (1941).
La porte est ouverte (1942).
W. J. Gage et Cie, Toronto.
- Saint-Jean, Idola: Morceaux à dire.
Librairie Beauchemin, Montréal.
- Séguin, Camélie: Nous, les petits.
Les Editions Fernand Pilon
750, rue Beaubien, Montréal.

COMPOSITION, GRAMMAIRE ET ORTHOGRAPHE

Composition.

But de l'enseignement de la composition à l'école primaire. Importance de la composition (1) au point de vue éducatif, (2) en relation avec les autres exercices de langage, (3) au point de vue pratique. Difficulté des exercices de composition. Nécessité d'un enseignement intéressant et progressif de la composition. Erreurs à éviter dans cet enseignement. Corrélation entre la composition et les autres matières du cours.

La composition chez les commençants (première et deuxième années).

Le langage de l'enfant à son arrivée à l'école: pauvreté du vocabulaire, incorrection de la phrase. Nécessité de lui apprendre à parler, à converser; besoin de correction et d'enrichissement du vocabulaire. Construction orale de phrases simples. Conjugaison orale de verbes usuels. Tendances naturelles de l'enfant à mettre en oeuvre: curiosité, esprit d'imitation et désir d'expression.

Les divers exercices de langage; leurs avantages particuliers; méthodes à suivre:

- (a) Reproduction d'historiettes: but de cet exercice; choix d'historiettes.
- (b) Observation indirecte: rôle de l'image; choix des images; image "descriptive" et image "narrative".
- (c) Observation directe: leçons de choses et causeries sur des sujets d'histoire naturelle; importance de rester dans le champ d'expérience des enfants.
- (d) Leçons de conversation: narration d'expériences personnelles; jeux et amusements; vie scolaire; vie familiale, etc.; reproduction libre, en tout ou en partie, des leçons de lecture. "Toutes les leçons sont des leçons de langage." L'exemple du maître.
- (e) Exercices de vocabulaire: noms des objets de la salle de classe, couleur, usage; la maison: parties, pièces, meubles, etc.; les vêtements; la ferme: bâtisses, animaux, machines agricoles, etc.; importance du groupement logique des mots; réponses des élèves sous une forme complète; emploi des mots *voici, voilà*.

La composition en troisième et quatrième années.

Le programme des classes inférieures suivi et augmenté. Transition de la composition orale à la rédaction: préparation, obstacles à surmonter; transcription.

Mécanisme de la composition:

(a) **La phrase:** importance dans la composition; comment faire construire des phrases simples; comment rendre intéressants les exercices de phraséologie; exercices variés de phraséologie.

(b) **Le paragraphe:** difficulté pour les élèves; nécessité d'un travail collectif; rôle du maître dans la construction collective de paragraphes; méthode analytique et méthode synthétique.

(c) **La ponctuation:** enseignement occasionnel.

Rédactions de quelques lignes sur des sujets familiers: nécessité de préciser les énoncés; marche générale des leçons. Petites lettres: nécessité d'enseigner si tôt à rédiger une lettre; choix de sujets; quand introduire cet enseignement; méthode. Courtes descriptions ou narrations suggérées par des images.

La composition dans les classes plus avancées.

Le programme des quatre premières années adapté à ces classes moyennes et supérieures: reproduction orale et écrite d'historiettes racontées par le maître ou suggérées par des images; narration d'expériences personnelles; lettres; comptes rendus des leçons de lecture, d'histoire, de géographie, etc.

Introduction à la composition proprement dite. Les trois opérations fondamentales: invention, disposition, expression; les principaux genres de composition écrite à l'école primaire: la lettre, la narration, la description facile; choix des sujets; plan et brouillon de la composition; refonte; usage du dictionnaire; le cahier de composition; la lecture supplémentaire et la composition.

Les qualités essentielles du style qu'il faut inculquer aux élèves: naturel et simplicité, clarté, correction, précision, ordre, variété des tournures; importance d'habituer les élèves à s'exprimer par des phrases courtes; mise en garde contre l'emploi immodéré des adjectifs; puissance évocatrice du nom et du verbe dans la description.

Correction et évaluation des devoirs de composition: correction collective et correction individuelle; la part des élèves dans la correction; le compte rendu du maître.

Le professeur fera, avec les élèves, une étude détaillée du programme de composition française pour les écoles primaires (circulaire 46).

Ouvrages à consulter:

Amand, F.: La pratique du vocabulaire et de la composition française (cours élémentaire, livre du maître, 1936).
Fernand Nathan, Editeur
18, rue Monsieur-le-Prince (VIe), Paris, France.

Ansay-Terwagne et Velut: Pédagogie nouvelle (1937).
Fernand Nathan, Editeur
18, rue Monsieur-le-Prince (VIe), Paris, France.

Blanchard, l'abbé Etienne: Vocabulaire Bilingue par l'image (1931).
Les Frères des Ecoles Chrétiennes
984, rue Côté, Montréal, Qué.

Charrier, Ch.: Pédagogie vécue à l'école des petits.
(Nouvelle édition, 1934)
Fernand Nathan, Editeur,
18, rue Monsieur-le-Prince (VIe), Paris, France.

Deschamps, P. Phillipe: La composition française (1938).
Comment raconter (1942).
Librairie Saint Viateur,
5199, rue St-Dominique, Montréal, Qué.

Kuhn, Maurice: Memento pédagogique (1937).
Fernand Nathan, Editeur
18, rue Monsieur-le-Prince (VIe), Paris, France.

Les Frères du Sacré-Coeur: Mes premières leçons de rédaction.
La rédaction française.
Les Frères du Sacré-Coeur
2244, rue Fullum, Montréal, Qué.

Porinot, L.: La composition française à l'école active (1931).
Maurice Lamertin, Editeur
58-60, rue Coudenberg, Bruxelles, Belgique.

Ross, Mgr. F. X.: Pédagogie théorique et pratique.
Imp. Charrier & Dugal, Limitée
Québec, Qué.

Rouaix, Paul: Dictionnaire des idées suggérées par les mots (1936).
Librairie Armand Colin
103, Boulevard Saint-Michel, Paris, France.

Souché, A.: Le vade-mecum pour l'enseignement du français (1936).
Fernand Nathan, Editeur
18, rue Monsieur-le-Prince (VIe), Paris, France.

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Grammaire.

Définition exacte de la grammaire telle qu'on l'entend aujourd'hui. Son objet: classification, flexion et syntaxe. Son utilité.

Vue d'ensemble de la matière à enseigner. Répartition de cette matière entre les différentes classes du cours primaire et du cours secondaire.

Principes généraux: l'enseignement doit être intuitif, simple et élémentaire, adapté à l'avancement des élèves, raisonné et pratique.

Méthode inductive-déductive. Préparation de la leçon; matière à enseigner; façon de diriger l'effort des élèves en questionnant; généralisation; application. Illustration de la méthode: leçons portant sur divers points de classification, de flexion, de syntaxe.

Analyse de la phrase en propositions. Analyse de la proposition en ses éléments: sujet, verbe, attribut, compléments. Analyse grammaticale. Utilité de ces exercices. Méthode orale. Méthode graphique. Méthode synoptique.

Corrélation entre la grammaire et les autres matières, particulièrement la lecture, l'orthographe et la composition.

Leçons de classement—attention spéciale au classement du verbe.

Leçons sur la flexion des mots variables: le nom l'adjectif, le verbe. Etude approfondie de la conjugaison. Répartition de cette étude entre les différentes années du cours primaire. Formation des temps. Verbes irréguliers. Exercices oraux de conjugaison. Etude inductive de la conjugaison écrite.

Syntaxe—Montrer que chaque mot a sa fonction dans le langage. Leçons inductives sur l'accord: accord de l'adjectif, accord du verbe, accord du participe. Employer des exemples usuels.

Ouvrages à consulter:

Charrier, Ch.: Pédagogie vécue à l'école des petits.
(Nouvelle édition, 1934)

Fernand Nathan, Editeur

18, rue Monsieur-le-Prince (VIe), Paris, France.

Flandin, Marcel: Traité complet d'analyse (1935).

Librairie Hachette

79, Boulevard Saint-Germain, Paris (VIe), France.

Fontaine, André: Pour qu'on sache le français (1934).

Fernand Nathan, Editeur

18, rue Monsieur-le-Prince (VIe), Paris, France.

Gabet, J.: Grammaire française par l'image (1938).

Librairie Hachette

79, Boulevard Saint-Germain, Paris (VIe), France.

Grevisse, Maurice: Le bon usage, grammaire française (1939).

J. Duculot, Imprimeur-Editeur

Gembloux, Belgique.

Laurence, Jean-Marie: Les verbes en un clin d'oeil (1946).
Le Centre de Psychologie et de Pédagogie
4803, rue Parthenais, Montréal, Qué.

Riboulet, L.: Directions méthodologiques (1939).
Librairie Catholique Emmanuel Vitte
10, rue Jean Bart
Paris (VIe), France.

Ross, Mgr. F. X.: Pédagogie théorique et pratique
Imp. Charrier & Dugal, Limitée
Québec, Qué.

Souché, A.: Le vade-mecum pour l'enseignement du français (1936).
Fernand Nathan, Editeur
18, rue Monsieur-le-Prince, Paris (VIe), France.

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Orthographe.

But de l'enseignement et utilité de l'orthographe. Initiation à l'orthographe d'usage par la lecture et la transcription. Premières dictées, composées surtout des mots phonétiques de *Frou-Frou et Fin-Fin*, du Premier livre de lecture et de quelques mots non-phonétiques d'usage courant.

Premières notions d'orthographe grammaticale apprises par l'observation et la répétition durant les quatre premières années du cours primaire. Longueur et fréquence des leçons.

Etude de l'orthographe d'usage dans les cours plus avancés. Les règles les plus faciles de l'orthographe d'usage. Méthode sensorielle: fixation de l'orthographe d'un mot dans la mémoire par la vue, l'ouïe, l'articulation et le toucher. Choix et groupement des mots pour l'enseignement de l'orthographe. Epellation.

L'enseignement de l'orthographe par corrélation; la leçon de vocabulaire utilisée comme leçon d'orthographe.

La dictée: application des notions d'orthographe grammaticale aussi bien que des connaissances d'orthographe d'usage. Vocabulaire de la dictée. Manière de donner et de corriger la dictée. Correction individuelle: la liste des fautes de chaque élève. Révision et concours. Usage du dictionnaire.

Le professeur initiera les élèves à l'emploi des manuels approuvés par le ministère de l'Instruction publique.

Ouvrages à consulter:

Ansay-Terwagne et Velut: Pédagogie nouvelle (1937).
Fernand Nathan, Editeur
18, rue Monsieur-le-Prince (VIe), Paris, France.

Charrier, Ch.; Pédagogie vécue à l'école des petits.
(Nouvelle édition, 1934)
Fernand Nathan, Editeur
18, rue Monsieur-le-Prince (VIe), Paris, France.

Department of Education: Orthographe française, Premier livre.
Notes sur le "Premier livre d'orthographe".

Labat et Goby: Le livre du maître pour l'enseignement de l'orthographe (1936).

Fernand Nathan, Editeur

18, rue Monsieur-le-Prince (VIe), Paris, France.

Riboulet, L.: Directions méthodologiques (1939).

Librairie Catholique Emmanuel Vitte

10, rue Jean Bart, Paris (VIe), France.

Ross, Mgr. F. X.: Pédagogie théorique et pratique.

Imp. Charrier & Dugal, Limitée

Québec, Qué.

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COURSES IN ENGLISH

Introductory:

Stages in the acquisition of the mother-tongue by children: (i) understanding the spoken language; (ii) using the spoken language; (iii) understanding the written and printed symbols; (iv) using the written symbols in the free communication of thought. The attainment of the above objectives the main problem in teaching English to French-speaking pupils; the Natural or Direct Method as a means of realizing these objectives, i.e., of teaching French-speaking children to *speak, read, and write* English in a manner parallel to that in which the mother-tongue is acquired; conditions facilitating the task; the peculiar aptitude of French-speaking children in acquiring English; skill and perseverance on the part of the teacher; co-operation of teachers, inspectors, and parents.

SPEECH, READING, AND LITERATURE

1. Primary reading stage

The place of reading in the learning of language by children; the processes involved in an act of reading; when to begin English reading with French-speaking pupils; the attainments which such pupils should have on beginning this work; reasons for differences in procedure from that adopted with English-speaking children; suitable materials for the early reading lessons; correlation with other phases of language work; the use of the blackboard and of reading charts; teaching of specific and relative words; necessity of clear understanding, correct articulation, accurate pronunciation, and expressive utterance; how to secure a proper graduation of the reading lessons; special drills on phonic values different or absent in French; when to introduce the Primer; the place and value of silent and sight reading lessons; dramatization of lessons read; suitable seat work exercises. The early approach to literature; stories within the capacity of French-speaking pupils to understand and enjoy; simple rhymes and verses: oral narration, dramatization, and drawing by the pupils as outlets for free self-expression.

2. Correction of faulty speech

Common speech defects, with special attention to those arising from differences existing between English and French, viz—letter substitutions, omissions, additions, and interchanges. Treatment of speech disturbances due to physical or emotional causes: lispings, nasality, stuttering, stammering.

3. More advanced classes

Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; silent reading, its importance and limitations; oral reading; means of securing natural, interpretative expression; principal elements of expression: correct pronunciation, clear articulation, proper emphasis, grouping, rate, inflection, pause, etc.; choral reading, methods of conducting, use and abuses; value of audience reading; common reading faults and how to correct them; the place and limitations of imitative reading; methods of developing in the pupils the habit of reading for thought and for pleasure; reading as a means of fostering a taste for good literature; the value and use of supplementary reading in connection with the various activities of the school programme.

Literature lessons properly so-called; the teaching of short prose and poetical selections largely of the descriptive-narrative type; importance of the teacher's recognition of the difficulties experienced by French-speaking pupils in their study of English, viz—new vocabulary, unfamiliar phraseology, recurring difficulties of pronunciation, articulation, etc. Lesson technique, with frequent illustrations of accepted methods; special attention to such forms of *expression* as will increase the pupil's facility in using English and promote a liking for English literature; intelligent correlation of literature lessons with other branches of study; methods of handling longer works of poetry and prose adapted to the abilities of French-speaking classes in the higher grade levels; the study of a suitable novel and a play, with reference to plot, significance of incidents, characterization, and style; adjustment of procedure to meet the needs of ungraded schools.

Books of Reference:

- Abney and Miniace: *This Way to Better Speech*.
(1940)—World Book Company, New York.
- Amoss and DeLaporte: *Training Handicapped Children*.
(1939)—Ryerson Press, Toronto.
- Clark, S. H.: *Interpretation of the Printed Page*.
(1915)—Row, Peterson and Co., New York.

Departmental Publications:

- Programme of Studies, Grades I-VI; VII-VIII.*
Teachers' Manual: The Teaching of English to French-speaking Pupils. (Revised Edition).
- Gates, A. I.: *New Methods in Primary Reading* (1930)—Bureau of Publications, Teachers' College, Columbia University, New York.
- Gates, A. I.: *The Improvement of Reading*. (Revised Edition).
(1935)—Macmillan Co., New York.
- Harrison, M. L.: *Reading Readiness* (Revised Edition).
(1939)—Houghton Mifflin Co., Boston.
- Luke, Edith: *The Teaching of Reading by the Sentence Method*.
(Revised Edition). 1937—Methuen & Co., Essex St., London, Eng.
- Patterson, S. W.: *Teaching the Child to Read*.
(1930)—Doubleday, Doran & Co., New York.
- Smith, N. B.: *One Hundred Ways of Teaching Silent Reading*.
(1925)—World Book Co., Chicago.

- Stone, C. R.: Silent and Oral Reading.
(1927)—Houghton Mifflin Co., Boston.
- Storm and Smith: Reading Activities in the Primary Grades.
(1930)—Ginn and Co., Boston.
- Tomkinson, W. S.: The Teaching of English.
(1935)—Oxford University Press.
- Watkins: How to Teach Silent Reading to Beginners.
(1926)—Lippincott Co., Philadelphia.

COMPOSITION, GRAMMAR AND SPELLING

1. Oral Composition

(1) *First year oral work.* Elementary conversation exercises designed to provide a basic vocabulary and to establish proper speech habits; the Direct Method *versus* the Translation Method; underlying principles of the Direct Method; essential features of the lessons in conversation; incidental language training.

(2) *Second year oral work.* Extension of pupils' vocabulary and development of the power of connected, sequential self-expression; formal lessons—personal experiences, reproduction stories, picture studies, familiar objects, materials of reading lessons; informal use of English in connection with ordinary school activities.

(3) *Oral English in the third year and in succeeding years.* Content of courses to be selected from the official Programme of Studies for Public and Separate Schools; importance of a judicious selection and adaptation of subject matter best suited to give French-speaking pupils a sound, practical, working knowledge of English; stress to be laid on vocabulary enlargement, fluency of expression, clearness of articulation, correctness of pronunciation, and accuracy of language forms; increasing importance of the use of English as a stage in the development of lessons in other school subjects.

2. Written Composition

When and how to begin; precautions to be taken in making the transition from oral to written work; nature of the early written compositions; use of the blackboard; study of materials within the range of the pupil's experience and powers; correlation with reading, transcription, and spelling.

Modifications of method in keeping with the increasing power of the pupils in written expression of thought; necessity of a variety of materials (See Programme of Studies) including stories for written reproduction; pictures suggestive of stories; description of personal experiences, real or imaginary; stories about familiar objects and animals; stories based on familiar themes; expansion of stories given in outline; imaginary autobiographies of familiar things; partially-told stories for completion; stories to illustrate proverbs; written reproduction of material furnished by the lessons in other school subjects; letter-writing, with special attention to form and style; planning and writing original compositions.

Illustration and discussion of the following points with teachers-in-training: the value of compositions written in class; the place of homework in written composition; preparing the pupils to write a composition;

conducting the writing in class; conducting a class criticism of a pupil's composition; marking and-evaluating written work; the use of models for written essays; composition standards for the various grades.

3. Spelling

The nature of spelling and its place as a school subject; all methodology to focus upon the establishment of accurate spelling habits; inherent difficulties of English spelling; special consideration to be given to such features as occasion errors by French-speaking pupils; prevention versus correction; informal spelling in the primary school stage to be learned through systematic correlation of the various phases of language work; formal spelling lessons, when to begin and how to conduct; use of the authorized Speller.

4. Grammar

The relative facility of English grammar for French-speaking pupils who already have a "grammar sense" resulting from the study of their own language; the course in English grammar and methods of procedure to be modified in the light of the above; avoidance of unnecessary duplications with regard to similarities of function in French and in English; differences in nomenclature to be learned incidentally; emphasis to be laid on grammatical constructions and uses which have a direct bearing on the pupil's understanding and use of the English language; importance of purposeful applications by the pupils of the newly-learned principles in connection with oral and written activities; typical lesson procedure; the inductive-deductive processes; as far as possible, the illustrative lessons to be so conducted as to constitute a refresher course in grammar for teachers-in-training.

Books of Reference:

- Blaisdell, T. C.: Ways to Teach English.
(1930)—Doubleday, Doran & Co., New York.
- Departmental Publication: Teachers' Manual: *The Teaching of English to French-speaking Pupils*.
- Dickie: Modern Practice in the Teaching of Composition.
(1929)—W. J. Gage & Co., Toronto.
- Diltz, B. C.: Models and Projects for English Composition.
(1932)—Clarke, Irwin & Co., Toronto.
- Diltz and Cavell: Living English.
(1938)—Clarke, Irwin & Co., Toronto.
- French, J. C.: Writing.
(1924)—Harcourt, Brace & Co., Chicago.
- Griffin, G. N.: Vitalized English (Grade VI); (Grades VII and VIII).
(Revised Edition, 1942)—School Aids and Text Book Publishing Co., Toronto.
- Hatfield, Lewis, et al.: Junior English Activities, Books I and II.
(1936)—American Book Co., New York.
- Quance, F. M.: Teachers' Manual, The Canadian Speller.
(1935)—W. J. Gage & Co., Toronto.
- Trommer and Regan: Directing Language Power in the Elementary School Child.
(1938)—Macmillan Co., New York.